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ABSTRACT

Intended to provide readers with a variety of classroom activities using newspapers, this booklet begins with a brief explanation of the Newspaper in Education program. The following chapter discusses the various uses of the newspaper in the school curriculum, giving special consideration to the number of newspapers needed; the "how" of instructional use; teaching about the newspaper; teaching about the role of the press in a free society; the newspaper in developmental reading, remedial reading, and literature; the newspaper for writing skills and grammatical skills; and the newspaper in the social studies, political science, economics, sociology, and other disciplines. The next chapter offers tips for getting started--contacting the newspaper and determining cost, methods of payment, and services provided. The following chapter discusses how to evaluate the newspaper's effectiveness in education, and the last chapter examines the newspaper as a resource in the classroom. (MG)

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AMERICAN NEWSPAPER PUBLISHERS ASSOCIATION FOUNDATION

A BRIEF INTRODUCTION TO THE NEWSPAPER IN EDUCATION CONCEPT

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ACKNOWLEDGMENTS

This booklet gives readers sample classroom activities for using newspapers in a variety of classrooms.

It is often hard to determine where ideas for activities using the newspaper originate. One good idea may spring up in several programs at the same time. Another travels from one community to another, usually with the creator's blessings, and it is difficult to track its source. Some of the activities outlined in Chapter II have been developed at ANPA Foundation specifically for this booklet. For the others, we want to thank and give credit to:

Associated Press Newspaper Reading Skills Development Program, developed by AP Newsfeatures and Curriculum Concepts Inc., New York.

The Newspaper in Secondary English and Language Arts, The Minneapolis Star and Tribune.

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Demonstrated activity at teacher workshops sponsored by the University of Wisconsin and Wisconsin Daily Newspaper in the Classroom Committee.

NIC Newsletter, Detroit Free Press.

The Newspaper in the American History Classroom, an ANPA Foundation publication by Peter Sprague and Richard Newton.

Creating the Mature Reader, The Commercial Appeal, Memphis.

Anatomy of a Newspaper, Chicago Tribune.

PREFACE

ANPA Foundation is pleased to offer a revised edition of *The Newspaper As An Effective Teaching Tool*, first published by the Foundation in 1975.

The Newspaper As An Effective Teaching Tool has been a mainstay of Newspaper in Education programs for the past 15 years. Subtitled "A brief introduction to the Newspaper in Education concept," it has been used by newspaper personnel throughout North America to introduce the idea of NIE to top-level educators.

A key feature is its comprehensive statement of the value of newspapers in educational settings, at all grade levels and for a wide variety of subject areas. *The Newspaper As An Effective Teaching Tool* also touches on the relationship of an informed citizenry to a democratic society, and shows how newspaper activities in schools help students understand the role of the press in a free society. The book helps teachers understand the mechanics of incorporating an NIE program into their schools and spells out the many benefits and services that NIE personnel typically offer.

First written by Judith Hines, who was with ANPA Foundation for 16 years (10 of those as its director), the book also includes a chapter by John H. Haefner, a leading social studies educator and one of the founders of the contemporary NIE program. The original acknowledgments page, reprinted here, lists the contributions made by several newspapers and describes a fact of life in the NIE community: Newspaper staffers over the years have come to share with one another their vast collection of good ideas and proven techniques to help students and teachers understand just how exciting, how varied and how relevant to their daily studies a newspaper can be.

This revised edition includes a new chapter by Dr. Edward F. DeRoche, dean of the school of education, University of San Diego. Because of his work in training educators and NIE personnel, we have come to think of Ed as "dean of NIE." By summing up several decades of existing research on the educational value of newspapers as teaching tools, DeRoche's chapter clearly illustrates the role of newspapers in the increasingly complicated information age.

If you are a newspaper staffer, you will find *The Newspaper As An Effective Teaching Tool* to be one of your key resources in explaining to educators the merits of NIE. If you are an educator, you will find no better statement of the value of newspapers as an up-to-date instructional tool.

Rosalind G. Stark
Vice President/Director
ANPA Foundation

Chapter I

THE NEWSPAPER IN EDUCATION PROGRAM

A Brief Explanation

Isn't it strange that the phrase "day-to-day" usually is associated with the routine, the unchanging? In fact, the most thrilling, sobering and inspiring events unfold on a day-to-day basis. Daily suspense and daily uncertainty accompanied the Revolutionary War, the building of America's democracy, the first footstep on the moon, and the dramatic changes in Eastern European governments. Birth, death, the building and the dissolution of human relationships are recorded daily on our own individual calendars.

Students sometimes view day-to-day school attendance as a dull trap. Is it a training ground, they wonder, for what may be the daily boredom of adult life? It need not be.

Many teachers have discovered that newspapers can help banish this boredom and help students become aware of the day-to-day excitement and challenges of their world. The newspaper, these teachers have discovered, has the capacity to arouse and to maintain interest—prerequisites for learning.

This booklet examines the newspaper as a teaching resource. It describes what has come to be called the Newspaper in Education program, and it tells how the newspaper can be valuable to both teachers and students.

The Newspaper in Education program is a cooperative effort of newspapers and thousands of U.S. and Canadian schools where the newspaper is used as a tool of instruction. Under the program publishers provide copies of their newspapers to schools, sponsor teacher education programs, offer curriculum materials and generally help schools develop newspaper use for student learning.

There are about 700 newspapers currently providing newspapers to schools. This means there are about 700 different programs, because no two are just alike in educational emphasis or services and materials offered. Flexibility is a key to NIE success.

The American Newspaper Publishers Association Foundation is a coordinating agency for these programs. It develops and distributes materials, sponsors conferences for developing NIE programs, and advises individual schools and newspapers.

The use of newspapers to strengthen instruction at all levels is the goal of Newspaper in Education. NIE programs:

- Help students become informed and involved citizens who can determine and guide their own destinies in a democratic society.
- Help students develop skills of critical reading, by teaching competence in newspaper reading.
- Provide educators an economical, effective and exciting teaching vehicle for lessons in writing, history, mathematics, current events, consumer affairs, ecology and scores of other subjects.
- Convey an understanding of the free press as an essential institution in a free society.
- Foster students' personal growth through use of the newspaper to provide information, entertainment and skills necessary for modern life.

Chapter II

THE NEWSPAPER IN THE SCHOOL CURRICULUM

Principal Uses of the Newspaper in the School Curriculum

What happens when you've bought the concept of classroom use of newspapers and 10 or 30 or 150 newspapers arrive on the school doorstep? What then? The moment of truth has arrived when you must find what your students want to learn in that day's newspaper.

Relax. The facts and the fun are both there, and proficiency in finding them grows rapidly. The newspaper can be used successfully in many subject areas at various grade levels. In the early grades it is useful in teaching elementary language skills. Sustained use comes later, when—from fifth grade through college—the student develops the more advanced skills required for reading the whole newspaper. Students become mature enough then to see the entire newspaper as a printed symbol of the larger world.

While the number of newspaper uses is endless, the newspaper makes its greatest contribution to reading, language arts and social studies. But the math teacher who has students figuring sports percentages and the science teacher whose students are charting daily developments in the field of ecology know that the newspaper is highly useful in their classrooms, too. The chart on the following page outlines the major teaching goals related to the Newspaper in Education program and the curriculum areas where those goals can be reached.

Number of Copies

How many newspaper copies will each class need, and how frequently? That depends on whether copies can be shared, whether copies will need to be cut up or taken home or whether every copy will need to be used at the same time. Reading classes or classes studying fast-moving current issues may want newspapers available each day; others will need them less frequently.

In addition to using current newspapers, teachers usually find a clipping file invaluable. Articles on topics of interest, especially those that arise continually in literature or social studies classes, can be collected and used repeatedly.

The "How" of Instructional Use of Newspapers

As with all instruction, the "how" of newspaper use is and must remain the choice of teachers. Over the years, though, trial and error have brought many educators to certain conclusions about newspaper use.

Isolated games and gimmicks using the newspaper may be diverting and fun. Weekly current-events periods may pound a minimal awareness of today's world into some students' heads. Papier-mache animals and folded paper hats may make constructive use of the newspaper as a crafts material. BUT . . . the newspaper does its best job when it is read for its content or to develop and practice learning skills; when it becomes a stimulus or tool for analyzing the elements that make a classroom subject worth learning; and when it allows students to explore independently.

The following pages outline activities in subject areas where the newspaper is most useful. These activities are examples only and do not constitute a comprehensive schedule of classroom work. In actual classroom use, they would be initiating, developing or culminating phases of a larger teaching unit. Detailed curriculum materials that you can use to develop your own techniques are available from local newspapers and from ANPA Foundation.

Teaching Goals	Type of Program
Teaching about the newspaper as an institution in a free society.	■ A unit of work introducing the 5th-9th grade student to the newspaper. ■ Study of the role of the press in 10th, 11th and 12th grades. Sequential study from grade to grade. Length of study will vary.
Teaching critical reading and thinking—use of newspaper as a principal tool to teach the skills taught in regular curriculum.	■ Teaching English mechanics (grammar, syntax, vocabulary, etc.) with the newspaper in all grades. ■ Sustained use of the newspaper to teach reading in upper elementary grades, junior and senior high. ■ Sustained use of the newspaper for remedial reading classes.
Teaching content and concepts in the social sciences. Use of the newspaper as a supportive tool or resource; developing the interest of young people in the world; helping students apply social studies theory and content.	■ Social studies and geography in all grades. ■ History in junior and senior high. ■ Sociology and anthropology in senior high. ■ Government (civics), especially where emphasis on local community is needed, in upper elementary grades, junior and senior high. ■ Economics and consumer education for junior and senior high students. ■ Contemporary studies; problems of democracy in senior high.
Fostering students' personal growth; use of the newspaper to provide information, entertainment and skills necessary for modern living.	■ Business, career and consumer education courses from middle grades through senior high. ■ Cooperative work training, adult education, distributive education, literacy classes, courses in senior high and beyond. ■ Field visits, attendance at cultural and civic events in elementary, junior and senior high school. ■ Independent free reading for exploration and enjoyment at all levels.

Teaching About the Newspaper

Before students can read the newspaper well, they need to understand its basic structure. A unit introducing the newspaper gives them help in finding information and enjoyment in the newspaper. The index, the dateline on an article, the lead sentence—these and many more tools of the newspaper journalist can help students read the newspaper. Teaching how news stories are written in the inverted pyramid style; how deadlines shape the news; how editors decide what news will (and won't) be in the newspaper; how newspaper advertising serves as a community marketplace; how differences between news stories, feature articles and editorials can be detected—all these can help students understand the newspaper and read it better.

Sample Activity: Teaching About the Newspaper

Objective: Students will understand how news is collected and published on a daily basis.

Through this quick review of the tasks needed to publish a newspaper, the student gains a better understanding of major newsgathering steps and the organization needed to put together the newspaper every day.

Activity: The entire class, with the teacher acting as managing editor, creates its own newspaper in one hour. This takes some preliminary knowledge about the newspaper on the part of the students and some careful planning on the part of the teacher. The final newspaper **product** is not important—it is guaranteed to look hurriedly done. It is the **process** that counts in this exercise. Students will be learning some of the sequential steps necessary to produce a newspaper and will come to grips with the pressures time and space put on those who collect and disseminate the news.

Several students are selected to take the role of personalities prominent in that day's news (national figures, sports personalities, local people involved in public life or human interest stories). Other students act as reporters or photographers. They interview the student personalities and hand-draw pictures. The reporters prepare story leads and write them out or read them to the managing editor who types them. The typed or written stories are edited by student copy editors who also write headlines. Captions are written for the photos. Advertising copy writers prepare several ads of differing size and style.

The entire class, under the managing editor's direction, selects and tapes stories, advertisements and photographs on layout sheets drawn on the blackboard to produce the final "newspaper." A good follow-up for this activity is a tour of a newspaper plant.

Analysis—Questions for Students to Consider:

- How does an editor plan for each issue of the newspaper? What steps can be completed before the unpredictable rush of today's news?
- How does an editor choose today's news?
- How does the location of a news story within the paper assist the reader?
- How does time influence the way a newspaper is put together? How does time affect the way the class made today's "newspaper"?

Evaluation: After this activity (and a plant tour if possible), split students into groups of five or six. Each group creates a flowchart demonstrating the sequence of tasks necessary to produce one day's newspaper. Once a basic explanation of the function of a flowchart is made, leave the format up to their creativity. Display the charts for viewing by other classes.

Teaching About the Role of the Press in a Free Society

In many high school social studies courses teachers include a unit aimed at helping students understand that a strong, free press and a strong, free country are inseparable. The press is a powerful defender of other free institutions and is a principal agent for informing public opinion. A responsible citizen needs to be familiar with these functions.

The study of the press as an institution examines the First Amendment as the basis of press freedom. It examines how the press provides a common currency of facts and ideas; how it informs public opinion; how it provides a public forum; how it serves as a public watchdog. It explores problems of fairness, credibility, secrecy, national security, censorship, reporter's privilege and possible conflicts between society's right to a free press and a citizen's right to a fair trial. Students examine the press' accountability to society, to truth and to its readers.

The newspaper itself is a good resource for illustrating these concepts and issues.

Sample Activity: Teaching About the Role of the Press in a Free Society

Objective: Students will discover some of the benefits of the First Amendment.

The First Amendment guarantees that the press is free to report the news and to publish opinions undeterred by government regulation or censorship. It does not guarantee that a free press always will be fair or objective or that it will publish only pleasing news. Most newspapers believe it is their responsibility under the First Amendment to publish all the news they find, be it good, bad or controversial. To suppress news because it offends someone or some groups is to weaken the public's rights of free speech and free press that underlie all other freedoms guaranteed to citizens in a democratic society.

Activity: Students divide into groups of three. Each group chooses a special interest category to represent. The following choices illustrate special interest groups that could be used. The activity will be most successful if the list includes groups currently in the news.

- Top government officials (local, state or national)
- Recent immigrants to the United States
- Welfare recipients
- Union executives/members
- Industry executives/workers
- Environmental protection groups
- Professionals (doctors, lawyers, journalists, etc.)
- Anti-pornography groups
- Minority groups

Each special interest group censors one issue of the newspaper. They cut out articles, photos, editorials, headlines, display ads, classified ads and comics that might disagree with any of their beliefs and display the offending words and pictures on a wallboard.

Analysis—Questions for Students to Consider

- What reasons does your group have for censoring the material you cut out? Would you like to maintain this right to censor?
- What problems do you see in allowing a group to censor the newspaper?
- What about the mistakes a newspaper makes—can they be prevented?
- Are there fair ways to allow individuals or groups to control what a newspaper reports?
- What avenues are open to groups that feel they are not getting enough (or the right kind of) newspaper publicity?
- Should a newspaper ever be restrained from publishing facts or opinions?
- Whom does freedom of the press benefit?

Evaluation: Have the class research (individually or in groups) and report on any current legal restrictions on the freedom of a newspaper to publish the news—i.e., prior restraint, libel, judicial restraints.

The Newspaper in Developmental Reading

Students in primary reading classes can learn left-to-right sequence, classification, letter recognition and other skills from the newspaper. In upper elementary and secondary school, the newspaper helps students develop more advanced reading skills like applying information from one area to another; synthesizing information from different sources; reaching conclusions; and making judgments about authenticity and probability.

Students will acquire these reading skills and benefit from them only if they *want* to read. The person who can read and doesn't has little advantage over the one who is unable to read. The newspaper's varied, current, easy-to-read adult content is a natural generator of interest in reading. Contemporary newspapers also use attractive graphics to attract readers' attention.

Sample Activity: Teaching Developmental Reading

Objective: Students will introduce themselves to the newspaper and identify those portions that interest them.

This starter activity helps you find students' levels of interest and reading patterns. For them, it provides a welcome period to "inspect the merchandise," without direction from an authority. They'll discover things they like and don't like; in later discussions you'll be able to help them discover what it is about a newspaper feature that attracts them. This can lead into examination of writing structures, vocabulary and comprehension skills.

Activity:

- Let the students handle the newspaper during the first class period with no direction or guidance. Observe what sections or pages command the attention of most students.
- On the second class day, ask the students to read or skim only those things that interest them and then list them on a chart like the one below.
- Compare your class observations on the first day with the student check sheets. Use results as a guide for future newspaper activities.

Analysis—Questions for Students to Consider:

- What first attracts you to something in the newspaper? Habit? Photos or drawings? Headlines?
- Do you feel familiar enough with the newspaper to know which sections you prefer?
- In those articles you read completely, what held your attention? The subject? The writing style? Compulsion to finish what you begin?
- Are there other items in the newspaper that might interest you if you had more time? If you knew more about the subject? If the vocabulary weren't so difficult?
- Do you look at advertising? Why do you read an ad? Because it looks good or because it features something that interests you?
- Can you think of different situations and times in your life when your preferences in newspaper reading would change? Why?

Evaluation: After an interval of three to six months, during which the newspaper is used regularly as an instructional tool, have students repeat this analysis. Note the changes in habits and preferences with them, and help them analyze why the changes took place. Some correlation between these changes and newly acquired reading skills should be possible.

Name or description of kinds of "things" read. See "Key" for more identification	Key	I read the entire thing	I read the headline only	I skimmed the thing	I look at the picture only
1. Best Little Buy	Dis			X	
2. Rapid Transit	N		X		
3. Falcons Win	N				X

KEY

N	— News or feature story	Pic	— News Photo
Ed	— Editorial, Column, Letter to Editor	Dis	— Display Ad
Com	— Cartoon, Comics	Clas	— Classified Ad

The Newspaper in Remedial Reading

The skills taught in developmental reading and remedial reading classes are essentially the same. The remedial students, however, for whatever reason, have failed to learn how to read using conventional materials and methods.

So here they are in remedial reading with minds and enthusiasms dulled and anger sharpened. They not only need a wider variety of materials and approaches; they need to be convinced that reading will pay off in satisfaction and success. Here the value of the newspaper is clear. Handing the student a newspaper says "I believe you can read what adults read." It offers students a wide variety of reading materials. Once their interests are aroused, students will plod through many obstacles to understand articles they really want to read.

Teaching objectives for remedial reading instruction need to be simple and straightforward so that student progress can be verified easily and frequently.

Sample Activity: Teaching Skills in Remedial Reading Classes

Objective: Students will use newspaper headlines and articles to identify the "main ideas."

This simple exercise injects some self-evident logic into the sometimes frustrating task of identifying the main idea of a paragraph or an article. Once students recognize that headlines, of necessity, must convey the main idea of a story, they'll understand better the purpose for identifying that idea.

Activity: First, create your own "newspaper page" of articles and photos without headlines. Ask students to react to its appearance and readability, and to critique the lack of clues about the text.

Then have the students select from different sections of the newspaper five brief articles with headlines that clearly express the main idea. Each student cuts the headlines from the articles, places all 10 pieces in an envelope, and trades envelopes with another student. The task is to reunite each article with its original headline.

Analysis—Questions for Students to Consider:

- How does a headline help you understand an article?
- Does every headline give the main idea of an article? Or do some concentrate more on human interest or humorous sidelights of the story? Why is this done?
- What words in the headline are left out that you might use if you were telling the story yourself? Why are they left out? Do these omissions affect your understanding of the headline?
- How does space limit the number of words or letters in the headline? Will the size of the headline and the number of columns the article occupies on a page affect this?

Evaluation: Students work together in small groups to compose headlines for the articles on the original newspaper page you created. At your option students can choose a preferred type size and limit headline length to the number of letters possible per column in that type size. (A chart showing type size and letter count will be needed for this activity.)

The Newspaper for Grammatical Skills

Teachers find that the lively and continually changing subject matter in the newspaper stimulates the teaching of such skills as sentence structure, capitalization, punctuation and spelling—and often teaches them more effectively than traditional texts.

The student can learn syntax by analyzing "the batter hit the ball over the fence." A good sentence, but it doesn't have the appeal of "Last Minute Touchdown Gains Victory." Students can learn that the grammatical structure that clarifies reading and writing also helps them deal with information about the real world in which they live.

Sample Activity: Teaching Grammatical Skills

Objective: Students will recognize how each element of the sentence contributes to meaning.

This activity has the appeal of a puzzle. It dramatizes the task of each part of speech, and it illustrates for students how teachers suffer when they read student papers with missing subjects, predicates or modifiers.

Activity: Retype four newspaper stories of three or four paragraphs each and distribute to each student. Omit verbs from one story leaving underlined blanks. Omit nouns from the next story, modifiers from the third, and articles from the fourth.

Ask students to rewrite each story by filling in each blank with a verb, noun, modifier or article that represents their best guess of the missing word. When they're finished, pass out copies of the original stories. There will be some surprises.

Analysis—Questions for Students to Consider:

- What part of speech gives a sentence its meaning? Which of the four stories was hardest to reconstruct?
- Look at news stories, feature stories, editorials, reviews, even cartoons and comic strips. Is the importance of a part of speech changed by the style and purpose of the article?

Evaluation: Students can write news or feature stories of their own about local events, with special emphasis on using correctly the parts of speech that seem most important to the meaning. When examining their papers, try marking in green all the grammatically correct sentences—it serves the same purpose as marking mistakes in red, but it's a welcome change for the student!

The Newspaper for Writing Skills

The newspaper is full of models for various writing styles. News and feature stories, reviews and editorials, sports, comics, display and classified ads—all illustrate ways to communicate through writing. And these models are not abstract or dated; they relate directly to student interests.

The newspaper must communicate with its readers to remain in business in a free economy. Good writing is not a theoretical principle for a newspaper; it's a necessity. Style must match content. The newspaper, therefore, offers models of how to write concisely, imaginatively, simply, objectively and intelligently.

Sample Activity: Teaching Writing Skills

Objective: Students will recognize and be able to use the "inverted pyramid" style of news writing.

Anyone able to master the inverted pyramid style of writing will find it an asset. In this age of over-produced and under-consumed communication, the talent to write simple, straightforward sentences cannot be overestimated. This activity is considered an old stand-by among educators who use the newspaper to teach different styles of writing.

Activity: Have each student choose events described in a story, poem, essay or novel and write a news story based on those events. A fairy tale is often a good candidate for this treatment as this example shows:

Missing Girl Found Unharmed, Dazed

The object of one of the largest searches in Cook County's history, Goldie Lox, was found unharmed in Schiller Woods Monday evening.

More than 500 volunteers combed the woods for five hours after Goldie, 11, daughter of Mr. and Mrs. Jason Lox of 1525 N. Groove St., Norridge, failed to return home from school.

Searchers using bloodhounds from the Cook County Sheriff's office located Goldie sleeping in a small cave on the bank of the Des Plaines River near the center of the forest preserve.

She was examined and released from West Suburban Hospital. Doctors said she was unharmed, but suffered from exhaustion and from a persistent delusion that she was abducted by bears and hidden in their den.

Goldie is a 5th grader at Hitch Elementary

Analysis—Questions for Students to Consider:

- There are major differences in the original piece you chose and the news story you wrote—what are they?
- Why do you think the author chose this particular style of writing? What does this tell you about the purposes of different writing styles and organizations?
- What clues in writing style would you look for if you wanted to find out whether a piece of writing was supposed to inform you, make you laugh, convince you of something, or entertain you?
- How many styles of writing other than the straight news story do you find in the newspaper? Together with a partner, give each style a name and describe its purpose in your own words.

Evaluation: Each student writes a news story about a current school happening based on notes taken from firsthand observations and interviewing of participants.

The Newspaper in Literature

You can enrich the study of literature if students can see parallels in everyday life. Literature usually deals with the eternal human predicament of what it means to be alive and to relate to others. That also is the concern of the newspaper.

Keep a clipping file for this use of the newspaper. Today's newspaper may have a story about people who are economically deprived; tomorrow's newspaper could have a story on migrant farm laborers, both of which would help in discussing *The Grapes of Wrath*.

Sample Activity: Teaching Literature

Objective: Students will understand that the personal and political conflicts leading to the assassination of Julius Caesar have parallels throughout history, including today.

Will political plots and assassinations ever be merely past history? If students can understand the roots of violence in *Julius Caesar*, they will see its relevance to the violence of our own time.

Activity: After reading *Julius Caesar*, students (individually or in groups) research the political situation surrounding coups and assassinations. Local newspapers may be able to provide copies of past front pages reporting these events. Coups and assassinations of international figures today reflect many of the same political ambitions and manipulations present in *Julius Caesar*. Present-day conflicts will get students thinking about the potential danger to current political leaders. Sharing the background of recent assassination attempts illustrates for students the relationship between the incidence of violence and the use and abuse of political power.

Analysis—Questions for Students to Consider:

- In *Julius Caesar*, what were the motivations of Caesar, Brutus, Cassius, Mark Anthony? Was each hoping for personal or political gain, or both? Answer the same questions about a recent assassination.
- Is it easy to identify the "right" or "wrong" protagonists in a conflict that leads to assassination?
- Did the people in these conflicts seem to act independently or were they influenced to act in ways they might not have chosen on their own?
- What are the major reasons that an individual or group feels justified in taking a political leader's life? Could these reasons ever justify such action to you? Think about the unsuccessful attempt to assassinate Hitler during World War II—was that justifiable?
- What solutions to orderly political change other than assassination and violence might work better? Considering human nature, is it possible to resist the use of force? Do you think you and others can make the future less violent?
- Shakespeare's play is so vivid that you can sense the feelings of hope and anger and fear that are present when a leader is assassinated. How does Shakespeare transmit these feelings?

Evaluation: Members of the class should compose and produce a play enacting an assassination that they have read about or studied in history class. The dialogue and actions should reflect conclusions reached in the questions above.

The Newspaper in the Social Studies

What better place to use the newspaper than in social studies classes? The newspaper is filled with events and human interactions that are the raw materials of the social studies. The newspaper invites parallels between past and present happenings. Long-standing issues—labor-management, economic development, minority opportunity, population growth, ecology and many others—are reported and analyzed each day.

. The newspaper encourages discussion because it reports things that are still happening—that can't be fully explained because the answers are not yet in.

The most recent social studies textbook is two years old on the day it is published. That can be a problem when a new amendment to the Constitution is ratified; a nation wins independence; a battle ends or a president is elected. Newspapers update textbooks by following and recording such changes every day.

The three sample activities that follow illustrate the potential impact of newspaper use in several of the social studies disciplines.

Sample Activity: The Newspaper in the Social Studies (Teaching Political Science)

Objective: Students will be able to give at least three reasons why in recent decades the relative powers of Congress and the President have appeared to vary.

The Constitution sets forth a balance of power among the three branches of federal government and calls for the power of one branch to limit another. Many political scientists think that in recent decades the executive branch of the federal government has come to dominate the legislative branch.

In this activity students review the historical problems Congress has faced in counterbalancing presidential power. The activity will have succeeded if students come away convinced that the abstract term "checks and balances" relates directly to the candidates they will vote for some day, to the government services they enjoy, to the government controls they are subjected to, and to the watchdog role of their free press.

Activity: Assign groups of students to analyze shifts in legislative and executive federal power since the Civil War (e.g., one group could be assigned the period of Reconstruction; another could be assigned the Civil Rights era). Have the class document these shifts and chart the reasons for them on a blackboard or in a notebook.

Over a period of several months, have the class clip articles from the newspaper that deal with the conflict between today's legislative and executive leaders. At the end of that period let the class analyze these clippings and have them develop a final document identifying trends in the balance of power.

Analysis—Questions for Students to Consider:

- Do you think the framers of the Constitution realized that the checks and balances written into the document would cause friction and delay in running the government? Why didn't they develop a system that works more smoothly and efficiently?
- Historically, what have been the major sources of conflict between the executive and legislative branches? Are there conflicts that existed once and now no longer matter? Are there entirely new conflicts today?
- What procedures and regulations in Congress have kept the House and Senate from acting swiftly and showing more leadership? What effect does the period between elections have on the relative power of the House and Senate?
- What opportunities does the President have to exercise power that the legislative branch lacks?
- How does the free press function to check and balance both the President and Congress? Is this in the Constitution, too?

Evaluation: Students write their individual opinions on what will happen to the balance of power between the executive and legislative branches in the next 10 years.

Sample Activity: The Newspaper in the Social Studies (Teaching Economics)

Objective: Students will learn of some of the effects of shortages of resources or products.

Activity: Over a period of a month or two, ask students to develop a class clipping file on any newspaper coverage of resources or products in short supply—locally, nationally or internationally. Tell them not to limit the scope of their search. News articles, editorials, advertisements, business and stock market reporting can all reflect shortages in supply. The scarce item may be one of relatively minor significance (jackets with school insignias) or something vital (food, oil, wood, etc.). Once the file is well stocked, ask students to:

- Categorize the resources or products in short supply.
- Analyze and chart the difficulties each shortage is causing.

Analysis—Questions for Students to Consider:

- How does this shortage affect you personally?
- Has the shortage affected prices of this and other products?
- How does it affect business in general? Which specific businesses or industries are particularly affected?
- Is this a crucial product? In other words, could you get along without it, or use substitutes?
- What are governments, businesses and private individuals doing about this shortage? Could they be doing more? What, in general, is the public reaction to the situation?
- Why is this resource or product in short supply? Can you find specific proof that the shortage is as real and crucial as it seems?

Evaluation: Students brainstorm together to develop some general statements they can make after their research about the cause and effect relationship between supply and demand. Compare these statements with the basic supply and demand theories explained in a good economics textbook.

Sample Activity: The Newspaper in the Social Studies (Teaching Sociology)

Objective: Students will make **objective** judgments about the necessity for and role of police in their community.

Activity: Students should collect, over a three-week period, all information available about police in their community—newspaper coverage of police activities as well as public information materials from the local government. Members of the group also might interview 10 people in the community, asking some of the following questions:

- Have you ever had to call upon the police for help?
- How did they respond? Did you get the help you needed?
- Do you think the police are really "on the job," protecting you, your home, your community and the people in it?
- What do you recall hearing or reading about the local police force in recent weeks?

Finally, group members interview several members of the local police force to find out more about them, their jobs, and how they feel about their work and about the community. Some possible questions:

- What are your regular duties?
- What unusual incidents have happened to you in carrying out your duties? Did they involve personal damage? How did you feel at the time?
- What do you feel about this community? About the various groups within the community? What do you think they feel about you?
- What do you think of newspaper coverage of police work?

The group presents its findings to the class in the method of its choice—charts, collages, debates, panel discussions, visits by police representatives, reports or role-playing demonstrations. Several class sessions should be scheduled. This is a topic of great interest and controversy among young people, capable of stimulating strong class interaction.

Analysis—Questions for Students to Consider:

- What, according to your findings, are the duties of the police in your community? In your estimation, which duties are more important?
- What general attitudes do you find among citizens toward the police, and vice versa?
- What risks must the police take in protecting the community?
- Are the police engaged in efforts to better police-community relations?
- Do you believe there are other attempts that could be made to help citizens (especially young people) and the police work together better?
- What part can the newspaper play in ensuring effective police protection? Does your newspaper give enough coverage to police activities?

Evaluation: Members of a small group might develop a questionnaire on knowledge about and attitudes toward the police to be given to other class members before and after the class presentation. Shifts in responses are charted. Each group member writes a subjective essay describing any changes in his or her views about the function and performance of police in society as a result of this study.

. . . And in Other Disciplines

- Science classes use newspapers to learn about weather, natural disasters, medicine, environmental problems, space exploration, synthetic products and energy.
- Math classes use newspaper advertisements, sports pages, financial sections, weather reports and recipes to learn weights and measures, add dollars and cents, compute interest, find averages and develop charts and graphs.
- Adult basic education classes and courses for adults learning English as a second language use newspapers because they contain the information adults need to run their own lives.
- Special education classes, therapy groups and prison classes use newspapers because they fill their specific needs.

Where else can newspapers be used? It's up to you. The effective uses of the newspaper in educational settings will continue to multiply with increased exposure to the professionalism and imagination of educators. ANPA Foundation and your local newspaper welcome a chance to share your ideas with other educators.

Chapter III

GETTING STARTED: WHAT TO EXPECT FROM YOUR NEWSPAPER

Contacting the Newspaper

What steps should you take if you decide to use the newspaper in your classroom? More important, what help will you receive, and from where?

In most areas of the United States and Canada, a newspaper will have an NIE program in operation. Phone the newspaper and ask for the educational services department or the staff member in charge of the NIE program. This person may be a full-time NIE coordinator or the circulation, promotion or community relations manager performing part-time NIE duties. Where no staff member has an assigned responsibility for NIE, the teacher should contact the circulation or promotion manager or the publisher.

This person will help you get copies of newspapers, suggest instructional aids or answer questions as they arise (e.g., prompt delivery of newspapers).

Who Pays for the Newspapers? How Much?

Many newspapers have a special education rate—often half the single copy price. Some newspapers offer complimentary copies for a limited time to teachers.

The school principal or other appropriate school administrator usually needs to authorize expenditures for newspapers. In some schools students pay either monthly or as part of an annual books and materials fee. And in some cases, schools or newspapers have found a "third party," perhaps a bank or local retailer, to pay for newspapers used in the schools.

Services Newspapers Provide

Both the newspaper and the school have a stake in helping students get the most out of their newspapers. The two institutions often work together to increase teacher competency in the use of newspapers.

The teacher may be able to take advantage of a course or workshop sponsored by a newspaper. This may be a one- or two-day inservice workshop. It may be a credit course on the newspaper as an instructional tool, co-sponsored by the newspaper and a university. Cost of the training is usually shared by the participating sponsors, the newspaper, the teachers, the school system or the college.

Many newspapers offer curriculum guides and lesson plans either free or at cost. Frequently newspapers and school systems cooperate to produce their own materials; others make use of booklets, kits and guides prepared by other newspapers or distributed by ANPA Foundation.

There are other optional services that newspapers offer to schools and teachers. They may:

- Sponsor attendance of newspaper personnel, teachers or administrators to regional or national conferences dealing with the use of the newspaper as a teaching tool.
- Offer newspaper plant tours for school classes.
- Pay travel and expenses for outside speakers for local workshops.
- Reprint articles useful to teachers.
- Make classroom presentations explaining the newspaper.
- Distribute films about newspapers.
- Provide collateral materials that help correlate newspaper and course content.
- Speak to students about careers in the newspaper business.

Chapter IV

PARTNERS IN EDUCATION

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The Newspaper as a Resource in the Classroom

Categories and stereotypes, while useful, can be dangerous because they sometimes accentuate differences and conceal similarities. Newspapers and schools are a case in point. The differences between these two institutions are obvious and real. But they also are alike in two immensely important ways.

First, they are both very *human* institutions whose ultimate success rests almost wholly on the quality of the human beings who staff them. And second, they are both engaged in the enterprise of educating human beings, adding to their store of knowledge, extending their horizons, and helping them make some kind of sense out of the bloomin', buzzin' confusion that surrounds each of us.

As Henry Ward Beecher once put it, "Newspapers are the schoolmasters of the common people." Millions of adults, if they read anything at all, read only a newspaper. For them the press is "the school-after-school," their only window on the wide world beyond their narrow community. For the tutored and untutored alike, the mass media, and most particularly daily newspapers, play a dominant role in the on-going and continuous life process of education.

Newspapers are private institutions with great public responsibilities while schools are public institutions with great responsibilities for private individuals. But both are engaged in the monumental task of public enlightenment.

What People Seem to Expect of Their Schools

The masses of people who pay taxes supporting public schools are not particularly eloquent in expressing what they conceive the purposes of education to be. Over the years, though, national educational trends have reflected general public opinion of educational goals.

In the United States, the history of education paralleled political development. Education was at first limited to an elite group, as was political participation. Its purpose was straightforward: the preparation of the clergy and of lawyers.

When the democratic concept of popular self-government developed in early America, the men who charted its course perceived that this lofty ideal was premised on a very practical consideration. "Nothing could be more irrational than to give the people power," said James Madison, "and to withhold from them information without which power is abused. A people who mean to be their own governors must arm themselves with power which knowledge gives. A popular government without popular information or the means of acquiring it is a prologue to a farce or tragedy, or perhaps both." The Founding Fathers believed that the justification for public education was to make certain that the citizenry acquired the necessary "popular information" and concern for public issues.

As the political electorate broadened, the horizons of the educational system extended. The goal now became to offer all children a free public education. And as the base of education broadened, its purposes were enlarged. At first its mission was the intellectual preparation of youth for admission to institutions of higher education. Then citizenship

education was added as a second and equally important objective.

Today society has become pluralistic, with a political base that includes virtually all who are 18 or older. Public education has become mandatory and all-inclusive. It has accepted responsibility not only for the honing of minds and the shaping of good citizens but also for preparing students for life and work.

All of these responsibilities are vitally important, both to educators and newspapers. Only sharpened minds will keep alive the practice of reading—including newspaper reading—in the future.

People who influence their own careers and lives in positive ways recognize the need to inform and educate themselves. It is citizenship education, though, that has remained the most difficult and elusive. If the tensions and conflicts inherent in an open, pluralistic society are to be resolved, then popular information and widespread knowledge of the problems and issues confronting such a free society are crucial. The need for people who are both informed and concerned becomes painfully obvious with the declining percentage of voters who take part in national elections.

The Newspaper in Education program makes its first and most important contribution toward development of informed and concerned citizens.

Why Newspapers for Citizenship Education?

People today seem to agree that their schools must provide "citizenship education," but that education never has been clearly defined. Perhaps we can make some progress toward that definition by describing some of the characteristics of "good citizens."

- First, they are personally committed to the basic values for which America stands and most particularly to the ideal of self-government in a free and open society. They understand not only their rights and responsibilities, but also the essential elements required to maintain and preserve freedom and self-government.
- Second, they are informed and knowledgeable about the problems and issues that confront North American society. They are aware that these are especially complex because of the rapid cultural and technological changes that characterize North America today.
- Third, they are concerned about finding alternative solutions to these pressing problems—and determining the price of these solutions.
- Fourth, they are willing to take action leading to the solution of these problems, and they do so with a concern for the common good as well as for their individual self-interest.
- And finally, they have mastered those abilities and skills needed for self-education beyond the period of formal schooling. Specifically, they have learned to read, as well as to listen, with understanding and discrimination, and to reflect on what they read and hear.

Obviously, this constitutes more than just a word picture of ideal 18-year-olds graduating from high school. The description establishes the validity and educational justification for the regular use of the newspaper as a tool of instruction.

The newspaper certainly is not the only purveyor of "popular information." There are a multitude of other agencies and other news media, but they are not all of equal importance, nor do all of them influence the great masses of the citizenry. What, then, makes the newspaper particularly useful as an instructional tool for teachers and as a learning resource for students?

Students, given the opportunity, come to see the newspaper as a bridge between the confining and often unreal world of school, and the vibrant, confusing and complex "real" world of which they are a part. Students will read a newspaper when they will *not* read other school materials because the newspaper records events that have meaning for them. They read it because what it records is real and within their experience.They find details in newspapers comprehensible when the generalities of textbooks are not. They discover that the newspaper provides current information that their school books are unable to keep up with. And in that twilight zone in which they exist—half child and half adult—adolescents take pride in using an adult resource. They view the newspaper as a kind of badge of adulthood.

Teachers, on the other hand, examine the

newspaper as professionals and ask, "Will it help me teach better?" and "Will it help students learn more effectively?" Again, the evidence is convincing.

Each day's newspaper is filled with concrete cases and specific events that can be used to illuminate the abstract concepts, generalizations, and principles undergirding the academic disciplines. To culturally different or alienated students especially, the newspaper "makes sense" out of the abstractions with which they are not yet prepared to deal. Each day's issue is rich in material that the creative, imaginative and innovative teacher can use to encourage students to discover for themselves some of the realities of the world in which they live, and to inquire into the baffling problems of their times.

Newspapers can become invaluable in helping prepare students to continue their education once they have left the classroom. Each day the press provides fresh source materials that the teacher can use to develop and reinforce the cognitive and judgmental abilities essential to reflective reading and thought. These abilities are the most important heritage teachers can bequeath toward the preservation of freedom and self-government.

There are no panaceas that will guarantee an education of excellence to every student. Certainly the use of the newspaper in education is no miracle drug for the ills of education, but a good program can make a contribution to better citizenship education, better reading, and more effective and enjoyable learning. Newspapers will benefit because, in the long run, they will have more, better-informed readers whose standards will make possible an even better product. And the commonwealth itself will be the chief beneficiary, because the best bulwark of freedom is an unfettered citizenry able and anxious to read the news.

In the words of Thomas Jefferson, "when the press is free and every man able to read, all is safe."

Chapter V

NEWSPAPER IN EDUCATION IN THE '90s

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"Newspaper in Education programs are intended to strengthen the ties that bind together the closely relatd worlds of teaching and newspapering . . . to pass along what we hope and believe to be the truth, and to cultivate an intellectual awareness in those we reach." —James L. Kilpatrick

In the '50s and '60s, there were concerted efforts to convince social studies teachers to use newspapers, the "text of the masses," to enhance the typical Friday afternoon current events and civic learning of teenagers.

But starting in the '70s, educators and newspapers began to realize and then to demonstrate the value and usefulness of newspaper content in all grades and in most subjects.

Along with the move from limited use in secondary schools to much broader use, a parallel transition took the educational use of newspaper programs from, "we'll give you our newspaper without cost if you'll use it" to "we have a valuable educational product that will cost something."

With this move into revenue generation, newspapers expanded their services to include teacher manuals, student worksheets and guidebooks, books and pamphlets. Newspapers and schools also offered college credit classes, special topic workshops and seminars to help people learn how to use the newspaper for educational purposes. The transition also convinced the industry of the need for special sections on topics such as Black history month, the environment, local history, holidays and the like.

The transition continues in this decade as newspaper educational services personnel develop programs in literacy and family education and continue to sponsor or conduct research on newspaper use for teaching and learning communication, civic skills and knowledge.

In "Newspapers and Literacy" (ANPA, July 1989), the newspaper industry voices its concern and its charge: "Most newspapers are written for people with at least a junior high school education. When it comes to reading newspapers, some 23 million American adults, or about one in eight, probably can't. The newspaper industry in particular aspires to a literate society in which virtually all citizens can read newspapers, can use the information in the hometown newspaper to participate fully in the community (and) can help maintain our democracy by participating in local and national affairs."

An ANPA Foundation publication, "Showcase of Newspaper Literacy Projects" (July 1990) lists projects of more than 100 newspapers in the United States and Canada.

Newspapers also have come to realize that many young people who can read often don't read newspapers because they have no interest, see no need and don't see newspaper reading by parents at home. The industry attacks these problems at three levels—through adult education programs, through Newspaper in Education programs and through programs for family education.

Programs to address this concern include a national effort by ANPA Foundation, the National Congress of Parents and Teachers, International Reading Association, National Association of Elementary School Principals, National Middle School Association, National Association of Secondary School Principals and American Association of School Administrators. These associations have sponsored the Family Focus

Program designed to reach parents and encourage them to take an active role in helping their elementary and middle school children learn and use language.

In 1990 ANPA Foundation, in cooperation with other newspaper and educational groups, developed the Family Reading Challenge that encourages children five to 12 years of age to read the newspaper during the non-school summer months. The challenge offered a variety of awards to those who read two newspaper articles, two magazine articles and two books and who discussed their readings with a family member or older adult.

These efforts reflect the industry's and educators' concern for the communication and civic literacy of people in this nation.

The Research

During the past two decades, research on Newspaper in Education has been growing both in quantity and quality. There have been national and local surveys of NIE programs and its users. There have been theses and dissertations, individual and group studies, readability studies, attitudinal studies and achievement studies. All of these have been described and summarized elsewhere (see references, DeRoche).

A sampling of findings reflects the value of newspapers in learning at all grade levels, at all ages, in classrooms and at home. These findings demonstrate that early exposure to Newspaper in Education programs influences later readership, and parental interaction with children about newspaper content is a strong influence on later readership by children.

- Children and young adults who use newspapers in school have greater knowledge of current events, are more politically aware and may take an active role in community affairs.
- Teachers who participate in Newspaper in Education programs have favorable attitudes toward the newspaper and the industry and value newspapers as an instructional resource.
- Newspapers are an effective reading resource to use to improve students' reading skills and attitudes as measured by standardized tests. These skills include vocabulary development, comprehension and attitudes about reading.
- Reading vocabulary, comprehension and writing performance of "at risk" students improved with access to and instruction in newspaper use.
- In Sweden, students using newspapers as their only developmental reading texts surpassed other students using conventional readers.

These and other documented evidence suggest that newspapers should be a major instructional resource in classrooms, in schools and in the community for all grades and all ages of learners.

The research supports two major reasons for using newspapers for educational purposes—to develop reading and writing skills and the knowledge and thinking skills that come from reading and writing, and to develop in young citizens the habit of daily newspaper reading and thus the knowledge, skills and values to maintain our freedom and liberty.

The Future

The one resource that prints day-to-day items of information, entertainment and service, in the language of the land, is the newspaper. The newspaper is one of the foundations of the information age; the services it provides its current and future readers are crucial to its own livelihood and to the democracy it serves.

For these reasons, the industry's educational services programs will continue their important role of providing a wide range of offerings for families, schools, community human service agencies and the workplace. Leadership by the newspaper industry and local educational services managers—leadership with a vision and purpose—will help reduce the threat from literacy problems.

These leaders implement their visions that each citizen, young or old, will know how to read a newspaper, value the need for a free press and develop the habit of daily newspaper reading.

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The American Newspaper Publishers Association Foundation is a non-profit educational organization devoted to strengthening the press in America. ANPA Foundation conducts an organized program with four principal objectives: advancing professionalism in the press; fostering public understanding of a free press; enhancing minority opportunities in newspapering and cultivating future newspaper readers.

The Foundation serves some 700 local newspapers and school systems in the United States and Canada that conduct Newspaper in Education programs. The Foundation provides an advisory service and distributes publications on using the newspaper as an instructional tool.

For information on ANPA Foundation's recent Newspaper in Education and literacy publications, contact your local newspaper or the ANPA Foundation, The Newspaper Center, Box 17407 Dulles Airport, Washington, D.C. 20041; 703-648-1000.

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